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ABSTRACT

This paper, one of a series which present materials that should be useful for precollegiate teaching of the social science disciplines, provides resources for the use of secondary teachers of political science, problems of democracy, comparative political systems, and international relations. The author believes that classroom teachers are the key to improvement in social studies education. The major goal of the paper is to give practical suggestions to teachers for obtaining and using resources to improve political science instruction. Among the topics discussed are the following: (1) approaches to the study of political phenomena; (2) curriculum materials reflecting discipline approaches; (3) approaches based on salient features of political life; (4) curriculum materials using salient features approaches; (5) ways to restructure existing course structures; and (6) general resources for the teacher. (Author/RM)

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PREPARING TO TEACH POLITICAL SCIENCE: SOURCES AND APPROACHES

by

Mary Jane Turner

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PREFACE

This paper is one of a series being developed under the auspices of the ERIC Clearinghouse for Social Studies/Social Science Education. The series presents materials and other resources that should be useful for precollegiate teaching related to the various social science disciplines. This paper, by Mary Jane Turner, presents resources for the use of teachers of political science and such related subjects as problems of democracy, comparative political systems, and international relations.

A previous publication in this series is

Preparing to Teach Economics: Sources and Approaches, by Suzanne Wiggins Helburn (Social Science Education Consortium, Inc., 1973)

Other publications are planned in this series, dealing with each of the other social sciences as they are related to teaching the social studies.

A parallel series of publications describes trends in precollegiate teaching of the various social sciences. Papers published thus far in this series are

The Status of Political Science Instruction in American Secondary Education, by Mary Jane Turner (Social Science Education Consortium, Inc., 1974)

The Status of World History Instruction in American Secondary Schools, by William E. Pulliam (Superintendent of Documents, 1972)

Other publications in this series are also planned.

Irving Morrissett
Executive Director, SSEC
July 1974

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PREPARING TO TEACH POLITICAL SCIENCE:

SOURCES AND APPROACHES

by

Mary Jane Turner

1.0 Introduction

Classroom teachers are, ultimately, the key to improvement in social studies education.

There have been many efforts during the past decade--indeed, several decades--to help social studies teachers upgrade the quality of education. Some of these efforts focused on teacher training, both inservice and preservice; some focused on materials development; some focused on improving communications networks so that new practices and ideas could be more easily shared. The Federal government and private foundations made large sums available to such efforts. Universities and professional organizations mobilized their people--social scientists, methods professors, educational researchers, and evaluators. State departments of education and school districts mobilized their people--social studies specialists, coordinators, department chairmen, teachers.

The work accomplished by such people (and the work they continue to do) in political science education--what is taught in civics, government, problems of democracy, and international relations courses at the secondary level--is described in a companion paper to this one: *The Status of Political Science Instruction in American Secondary Schools* (SSEC Publication #169). The "products" developed by these people--not only curriculum materials, but human networks, skills, attitudes,

sensitivities--constitute a truly marvelous treasury of resources available for improving political science education. But as all the developers of these things--especially the teachers who were involved--know, such resources make no difference unless they are put to use in the classroom by many, many teachers.

Hence, we repeat the opening statement: Classroom teachers are, ultimately, the key to improvement in social studies education.

Because of this, we have developed this paper, which is addressed specifically to teachers of political science (civics, government, problems of democracy, and international relations) in secondary schools. It is our intent to give practical suggestions to teachers for obtaining and using some of these resources to improve instruction in political science in their own classrooms.

In the following sections we will first consider various definitions of politics in order to give an indication of the parameters and boundaries of what is generally termed political. Second, we will examine some of the approaches, or theoretical frameworks, with which it is possible to order a study of political phenomena. In addition, we will identify curriculum materials using the various approaches and suggest how teachers might utilize the materials and approaches to meet their objectives. Finally, we shall list a number of helpful background resources--primary source materials about the discipline of political science, its parameters and approaches; key journals; some of the more basic treatments of political learning and education; and source books for locating analyses of materials.

2.0 Definitions of "Politics"

Most people use the word "politics" and can engage in extensive conversations about political phenomena without reference to an explicit definition of "politics" or "political." Even within the discipline of Political Science there is much disagreement about the definitions of these terms. (Somit and Tannenhaus 1967)

Among the definitions which are used by political scientists and which influence their research orientations, we find variations of the notion that "politics" or the "political" encompasses those events that

occur in and around the decision-making centers of government. The emphasis is, in this instance, on the *institutions of government*. This definition if precisely used would foreclose, for instance, any attention to such political activity as might take place in tribal societies where no governmental institutions exist.

Political scientists who wish to focus on activity rather than institutions have postulated that the study of "politics" is essentially a study of the struggle for power and that "political" activity is found wherever there are power relationships or conflict situations. The assumption is made that people or groups of people engage in constant competition for scarce and valued things (wealth, status, prestige, etc.). The competition process shapes the divisions made and the behavior of others. Possession of these valued things enables people to influence the decision-making process. As the government-institution definition has been criticized as being too limiting, the *power/conflict* definition has been criticized as being too broad. Critics of the power/conflict definition say that the scope or boundaries of study should be refined. Power/conflict situations exist throughout society--in the home, the school, fraternal organizations, churches, everywhere. Are these relationships all legitimately to be considered "political" relationships? Probably, no. The reason for this is that the "political" has always involved concepts or abstractions which, in customary usage, are related to the outcomes of conflict that affect society as a whole.

This element of "politics" is highlighted in definitions such as that of David Easton. It states that "political" concerns encompass all those aspects of society having to do with the *authoritative* allocation of values *for the society*. This definition seems to get to the heart of all things "political." As a minimum for existence, all societies must structure institutions capable of making decisions. Those decisions must be binding on all the people. Additionally, this definition, in its use of the term authoritative, points out that "political" connotes a moral-legal (legitimate) right to make allocations of values plus possession of a monopoly of physical force in

order to do so.*

3.0 Approaches to the Study of Political Phenomena

Although the word "approach" seems often to be used synonymously with "method" and "research technique" in the literature, I shall define it for our purposes as a general strategy for studying political phenomena. An approach is really nothing more than a theoretical framework with which to structure examination of reality.

The purpose of discussing alternative approaches to political phenomena is to provide a useful set of categories with which the teacher can rationally order and make some sense out of the bewildering array of new curriculum materials now available. Only when "armed" with some such set of categories can teachers efficiently assess what is available and make curriculum materials choices that fit their particular pedagogical style and which have some hope of helping them reach their objectives, whatever those may be.

3.1 Academic Discipline Approaches

One category of approaches suggested by Vernon Van Dyke (1960) is related to the academic disciplines. Many political scientists--especially those specializing in international relations and political theory--approach their subject matter from an *historical* perspective. The focus is generally on the past and there is a strong tendency to use chronology as an ordering device. The best practice goes beyond asking who did what at which time and where and seeks to determine why certain things were done and with what consequences. Utilizing this strategy, one can explore causal relationships and draw tentative conclusions.

Another discipline-oriented approach is the *economic*. Closely allied to the interest-group conception of politics (see Section 3.3 on "salient features" approaches) are those that seek to explain political phenomena in economic terms. They tend to focus on those aspects of public policy

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*I am indebted for much of this analysis to Alan C. Isaak, *Scope and Methods of Political Science: An Introduction to the Methodology of Political Inquiry* (Homewood, Illinois: The Dorsey Press, 1969).

which have to do with the production and distribution of goods and services. People and groups are assumed generally to act in such a way as to promote their own economic interests.

Yet a third approach to the study of politics is *sociological*. It is significant that such widely used political concepts as culture, socialization, role, status, and function are also central to the domain of sociology. Political sociologists attempt to relate social background, peer group influences, socio-economic status, and the like to such things as voting behavior and opinion orientations.

An *anthropological* approach can be used to develop cross-cultural perspectives on human behavior, examine law, social content, values, socialization and private rights.

Political scientists may also approach their study from the broad perspective of *psychology*, or the study of individual behavior. Perceptions of reality, motivation, and the learning process--all foci of psychology--are often used fruitfully to organize analyses of political behavior.

Geography provides still another approach to the study of politics. Complex notions such as territoriality, distribution of natural resources and ethnic and racial groups, and population density provide significant ways to organize data and develop useful hypotheses. The notion of the spatial dimensions of political activity can be an exciting one.

A final, well known approach is *philosophical*. This approach may be used by political scientists to "enhance linguistic clarity," thereby reducing to the greatest extent possible confusion or semantic murkiness. The primary activities of political philosophers have probably been normative. That is, they spend time prescribing the "best" state or political system or they may recommend the proper or true goal(s) of politics. Most political philosophy courses at the university level are organized historically. The political philosophy of the greats--Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, and Marx--are examined in detail.

Before considering materials for these approaches, I would like to suggest one caution. As one sets about to organize a particular course, the objectives for teaching the course in the first place must

always be kept in mind. For instance, when the most general teaching objective is "to provide those concepts, generalizations, and methodologies so that students can gain insights and understanding of some slice of political reality," it is not enough to line up an assortment of miscellaneous data and information and dignify it by calling it an "academic discipline approach." Minimally, careful consideration must be given to such concerns as (1) what are the important questions that must be asked? (2) what are the most useful tools to aid in answering those questions? and (3) what are the most significant data to select?

3.2 Curriculum Materials Reflecting Discipline Approaches

There have been a number of curricula developed which have organized their materials according to the generalizations and methodologies of an academic discipline to give insights into political phenomena. You will note that there is much overlap among approaches. Many materials may rely on both a disciplinary perspective and one of the "salient features" approaches discussed in Section 3.3.

3.21 History

From Subject to Citizen. (Education Development Center. Nona Plessner Lyons, Director. Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Illinois 60640. Grades 8-12.) The materials are comprised of a series of in-depth examinations of significant bench marks in the political development of the American people. Students trace the evolution of the relationship of the individual to the state from the reign of Queen Elizabeth to 20th-century America. The aim is to give students a set of workable models with which they can analyze the political world. Though designed as a one-year course, individual units in the course may be used separately. A wide variety of resources and media are available.

Units in American History. (Amherst College, Committee on the Study of History. Richard H. Brown, Director. Addison-Wesley

Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025. Grades 9-12.) The materials are designed to be used by secondary school students in a variety of learning situations. Parts of units, entire units, and groups of units can be incorporated into existing courses. Throughout, a distinction is made between "content" and "subject matter." The content is the human issue, problem, question, or value that is the object of the inquiry. The subject matter is the historical topic or episode from which the evidence is taken. Of particular use in government courses would be units entitled: "Freedom and Authority in Puritan New England," "Thomas Jefferson, The Embargo, and the Politics of Change," "Hiroshima: A Study in Science, Politics, and the Ethics of War," "Communism in America: Liberty and Security in Conflict," "The Rights of Americans: The Changing Balance of Liberty, Law, and Order," and "God and Government: The Uneasy Separation of Church and State."

Comparative Political Systems. (Carnegie-Mellon University Social Studies Series. Edwin Fenton, Director. Holt, Rinehart, and Winston, Inc., 383 Madison Avenue, New York, New York 10017. Grades 9-12.) This is a one-semester sequence from a comprehensive 9-12 curriculum. The text is divided into readings, each of which contains at least one piece of primary source material. The concepts of leadership, decision making, institutions, ideologies, and citizenship are used as the organizers to facilitate comparison of primitive and developed political systems. Civil rights, voting behavior, alienation, dissent, and participation are also examined. The general objectives of the curriculum are to aid individual students develop to the limit of their ability into independent thinkers and responsible citizens in democratic processes. Audio-visual materials to accompany the text are available.

3.22 Economics

Economics in Society. (San Jose State College. Suzanne Wiggins Helburn and John G. Sperling, Directors. Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025. Grade 12.) The material is divided into six books. These introduce students to the power of economic analysis by training them to use economic knowledge and reasoning to analyze and make decisions about private economic issues and public policy controversies. One of the problem-solving methods used is a form of systems analysis in which the performance of interrelated functions in organizations is judged in terms of a given standard. Another method is the jurisprudential model of conflict analysis by which issues of fact, definition, interpretation, and values are identified and discussed as a means of developing consistent personal value decisions.

Staff Training Kit for *Economics in Society*. (Suzanne Wiggins Helburn and James E. Davis, Authors. Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025.) The training kit for *Economics in Society* is available separately from the course materials. It utilizes the models mentioned above and gives directions and training to assist teachers in preparing for their use in the classroom.

3.23 Sociology

Episodes in Social Inquiry Series and *Readings in Sociology Series*. (Sociological Resources for the Social Studies (SRSS). Robert C. Angell, Director. Allyn and Bacon, Inc., Rockleigh, New Jersey 07647. Grades 10-12.) Both sets of materials were developed to supplement existing courses by giving students significant and relevant social data, which they must analyze in order to draw conclusions. The *Episodes* are brief, self-contained units, one to three weeks each, which can be used independently or in any

combination or sequence. Although each of the *Episodes* varies in the content and methods used, the students are generally encouraged to manipulate data, express tentative hypotheses, do additional reading or data collecting, test hypotheses, and re-examine unanswered questions. No time allotments are suggested in the *Readings*, which contain the works of sociologists rewritten for high school students. Every article in each of the six paperbacks averages from 10-15 pages in length. By examining sound sociological data, students should develop an awareness of and appreciation for the scientific mode of investigation.

3.24 Anthropology

Anthropology Curriculum Project. (University of Georgia. Marion J. Rice and Wilfred C. Bailey, Directors. University of Georgia, 105 Fain Hall, Athens, Georgia 30601. Grades 7-12.) These materials seek to develop cross-cultural perspectives on human behavior by examining law, social content, values, socialization, private rights, and many other political concepts from an anthropological point of view. Of particular interest to teachers of civics and government are two units which may be used independently, "Political Anthropology" and "Race, Caste, and Prejudice." "Political Anthropology," a junior high unit taking from two to five weeks of teaching time, focuses on such concepts as law, social control, social order, and social change. "Race, Caste, and Prejudice," a four to five week unit appropriate for both junior and senior high students, deals with misconceptions which shadow a definition of race and examines the legal, economic, and societal implications of prejudice. Activities range from role-playing and analysis of literature, songs, and music to research activities and surveys.

3.25 Psychology

Social Science Laboratory Units. (University of Michigan. Elementary Social Science Education Program. Robert S. Fox

and Ronald Lippitt, Directors. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611. Grades 4-6.) Although these materials were designed for use with grades 4-6, they have been successfully used at junior high level. The content--formally designated social psychology--is so unique and relevant it might be worthwhile to attempt adaptation for higher grades. Students are confronted with social realities in the classroom environment and encouraged to learn how social science concepts can be used to study human behavior in these situations. The titles of the booklets are indicative of their utility in political science classrooms--*Learning to Use Social Science, Discovering Differences, Friendly and Unfriendly Behavior, Being and Becoming, Individuals and Groups, Deciding and Being,* and *Influencing Each Other.*

3.26 Geography

Geography in an Urban Age. (High School Geography Project (HSGP). Nicholas Helburn, Director. Macmillan Company, 866 Third Avenue, New York, New York 10022. Grades 7-12.) The materials were designed as a one-year course for use in the ninth and tenth grades. They can, however, be adapted to any secondary level and the six units can be used independently. The units present relevant problems such as city planning, reapportionment, appropriate use of resources, and land use. Major themes which give consideration to the spatial structure of politics, the geographical framework of political hierarchy, variations in the characteristics of territories, and the significance of boundaries should help the student understand the interplay between geography and politics.

3.27 Philosophy

Little material that reflects a prevalent course organization at the college level--philosophical--is available for precollegiate students. One curriculum, *Decision Making in a Democracy,*

which is discussed in section 3.5 below, does emphasize the importance of language clarification and normative (value) analysis in arriving at decisions about issues.

3.3 Approaches Based on Salient Features of Political Life

Another set of approaches can be characterized by their predominant focus on what might be termed "salient features" of political life.

One of the approaches which can be identified with central or salient features of political life can be called the *group* or the *group process* approach. The focus here is on cooperation and conflict among human beings attempting to effect preferred public policy outcomes. Because people have diverse and often conflicting needs and wants, much of what is called political is in the realm of the controversial and suggests confrontation. None the less, it is equally true that groups also cooperate and organize, based on shared desires, in such a way that decisions can be made and actions taken on their behalf.

A second approach follows from the institutional definition of politics. Institutions, in this instance, should be conceived as consisting of the activities of people within an integrated system of behavior (a structure). In addition, the activities tend to persist over time in a regularized and expected pattern. Unfortunately, many political scientists and most authors of curriculum materials have translated "institutions" as governmental "bureaus" and "agencies." This has meant that political offices have been discussed meticulously according to composition, hierarchies, duties, and functions. Constitutions and legal prescriptions are used rather than realistic descriptions of the activities of the actors within the institutions.

Legal approaches are often closely related to institutional ones, particularly when the emphasis is on "arrangements" rather than activities. Used properly, however, the legal approach has considerable utility. In the first place, both the substance and the procedures of political activity are prescribed by law. To a large extent, an understanding of the larger issues of the law can provide a very important base for mediating between polarities and for "training in ethical reasoning and moral analysis." It should also be pointed out that

students who learn to comprehend the law and analyze situations in terms of the legal issues involved should gain respect for the law and a sense of efficacy as well as enhanced skills of analysis.

A fourth easily identifiable approach focuses on *power* and *influence*. Politics is viewed as a struggle for power, and policy outcomes are viewed as the results of the exercise of power and influence. What is essentially involved is an analysis of who can do what, when, where, and how. This approach emphasizes the implicit assumption that, in politics, individuals and groups are engaged in activities by which they may achieve desired ends. To this extent, this approach overlaps with the *group process* approach mentioned above. The key to fruitful use of this focus is in the precision with which the two terms, power and influence, are defined. In addition, political actors generally pursue purposes other than power alone. Power must be viewed as a means rather than an end, and specificity is desirable in stating how much power is desired and the price political actors are willing to pay for it in terms of other values.

A salient feature of politics is decision making and a focus on the process of *decision making* constitutes yet another approach with which political phenomena can be analyzed. Vernon Van Dyke (1960) has identified several ways in which the approach can be used. Most useful for our purposes are:

> (1) Those that focus on characteristics of decision makers, the assumption being that these characteristics explain or help to explain the choices made; (2) those that focus on "partisans of issues," i.e., on persons or groups who lack official decision-making authority but who do or might exercise influence or power over those who possess such authority; (3) those that focus on specific decisions, asking about the process involved in reaching them.

When the first type is employed, intensive examinations of a biographical nature are usually made--background, attitudes, and activities--of such political actors as voters, legislators, and jurists. Based upon the findings, it may be possible to explain or predict behavior in terms of relative probability. Decision-making studies in the second category might focus on unofficial power and influence centers which affect the decision-making process. In the last category the focus is on the process of decision making itself, analyzing such components as

the decisional units, the organizational context, the situational setting, the communications network, and the sphere of competence and motivations of the involved actions.*

3.4 Curriculum Materials Using "Salient Features" Approaches

No pre-collegiate curricula have been developed which are organized entirely according to the strategies or foci of the approaches noted above. Materials which utilize the approaches at least partially include those listed below.

3.41 Groups and Group Process

Action Course in Practical Politics. (Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D. C. 20006. Grade 12.) Though this course is intended for groups of 12-20 adult citizens in a community, it may be adapted easily for use with high school seniors. It is a non-partisan course extending over seven two-hour sessions. Some of its objectives are to explore the role of the individual and groups in politics; to demonstrate how to organize into effective groups; to develop an understanding of political party organization and operation; to enable participants to recognize opportunities for getting started in politics and organizing into effective groups; and to help citizens learn how to work effectively for the candidates and party of their choice. A set of six pamphlets serve as student materials. They cover such topics as how a political party is organized, the political precinct, political meetings and campaigns, and the problems of political leaders.

America's Political System: People/Government/Policies. (Peter Woll and Robert H. Binstock, Authors. Random House, Inc., 201 East 50th Street, New York, New York 10022. Grades

*Much of the above information has been drawn from Vernon Van Dyke, *Political Science: A Philosophical Analysis* (Stanford, California: Stanford University Press, 1960) pp. 116-187.

10-12.) In this curriculum, systems analysis is used to organize data about the different kinds of political activity which one studies as segments of a policy-making system or process. The material is sequential and all units build on specific concepts treated in the preceding chapters. Although designed as a full-year course, suggestions are provided in the Teacher's Manual for adapting the material for shorter courses.

Grass Roots Guides on Democracy and Practical Politics. (Center for Information on America, Washington, Connecticut 06793. Grades 10-12.) This is a series of two types of booklets: how-to-do-it guides for successful participation and what-it-is-all-about guides explaining and examining specific features of our self-governing process. Each guide is produced by leading authorities under the general supervision of the Center's advisory committees. Some of the relevant issues are: *Lobbying; The Right to Vote; Public Office at the Local Level; Community Action; The Citizen and Political Parties;* and *Presidential Primaries of 1972: Where? When? What? Why?*

Lincoln-Filene Citizenship Center Elementary and Secondary Program. (John S. Gibson, Director. Tufts University, Medford, Massachusetts 02115. Grades K-12.) Lincoln-Filene has produced such a diverse array of curriculum materials that they defy brief description. All of the programs are based on a "governing process model" devised by Gibson. The objective of the elementary *Intergroup Relations Curriculum* is to improve democratic human relations. Secondary materials are designed to give the non-college-bound student the analytic skills necessary to cope with a changing and often threatening environment. There are some *ad hoc* materials available, which are not a part of the regular programs, such as *Lessons in Conflict* developed by William Gibson and *Politics 18* by Bradbury Seasholes.

The Process of American Government: Cases and Problems. (Bernard Feder, Author. Noble and Noble Publishers, Inc., 750 Third Avenue, New York, New York 10017. Grades 9-12.) This curriculum, which is available in either hardback or 14 unit books, utilizes multiple strategies plus a wide range of materials to explain and analyze American political behavior. A variety of open-ended discussion questions are provided to encourage analyzing and generalizing. A thoughtfully developed test booklet is also available.

3.42 Institutions

The majority of "traditional" pre-collegiate textbooks utilize the institutional approach, often in the narrowest and most constricted sense. On the other hand, most of the materials which we have cited or will cite give consideration to the study of the institutions of governance, though this is not their predominant emphasis. By analyzing the activities of political actors and real political outcomes, they avoid the sterility of earlier texts.

3.43 Legal and Constitutional Law

An extensive bibliography of excellent sources and resources in this area has been prepared by Norman Gross and Paula F. Wilkes for *Social Education* (May 1973, pp. 416-30). The following are representative of what is available.

The American Legal System. (Cornell Law Program. A. Bruce Campbell, Director. Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173. Grades 10-12.) The thrust of this material is to teach *about* the law and its role in society. The questions that students address are not about what the law says, but rather what the law is and what are its functions, techniques, processes, and units. The authors believe that the law is a particularly effective vehicle to teach concepts and principles already treated in traditional social science disciplines. Additionally, it brings to social studies a body of learning that is itself of distinctive value

to general education.

The Bill of Rights: A Handbook; Bill of Rights: A Sourcebook; Bill of Rights Newsletter. (Constitutional Rights Foundation. Vivian Monroe, Director. Benziger Brothers, 866 Third Avenue, New York, New York 10022. Grades 6-12.) These materials are designed to give an understanding of rights and responsibilities and the complex relationships between the two. The two texts are companion resources with which a teacher can teach such themes as judicial review, constitutional development, equal protection of the laws, the various freedoms, and current problems. The *Handbook* outlines various teaching strategies. The *Newsletters* (some with student supplements) address themselves to updating the material in the *Sourcebook* by rating the impact of recent court decision.

Justice in America and *Trailmarks of Liberty* Series. (Law in American Society Foundation. Robert H. Ratcliffe, Director. Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107. Grades 7-12.) The materials from Law in American Society can be used either for a self-contained course or for supplementary units of two or more weeks in length. *Justice in America* looks at the purposes and functions of law within society and the relationship of the law to the individual. There are six major units in the series. "Great Cases of the Supreme Court" and "Vital Issues of the Constitution" make up the *Trailmarks of Liberty* series. Both present Supreme Court decisions, which the students discuss and analyze. "Great Cases" is for junior high and "Vital Issues" for senior.

Justice and Order Through Law. (Cornell Law Program. A. Bruce Campbell, Director. Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173. Grades 7-9.) The rationale of this material is the same as that for *The American Legal System.* Like the other material, the conceptual framework

and ideas governing the organization of the material are relatively distinctive. The scheme is not based on legal definitions or on the legal concepts and principles of particular fields of law. Rather, the conceptual scheme incorporates from jurisprudential theory several basic ideas: social role, social techniques, social function, process, and limits.

Your Rights and Responsibilities as an American Citizen; Conflict, Politics, and Freedom; and *Voices for Justice*. (Committee on Civic Education at the University of California at Los Angeles. Richard F. Longaker and Charles N. Quigley, Directors. Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173. Grades 4-12.) This material was designed to facilitate an understanding that conflict between individual rights and the policy process is inherent in a democratic system; that compromise is necessary to balance these rights; and that conflict resolution is at the heart of democratic decision making. *Your Rights and Responsibilities as an American Citizen* (elementary) deals with various aspects of the Bill of Rights. *Conflict, Politics, and Freedom* (junior high) considers the theme of political conflict and its management. *Voices for Justice* (secondary) utilizes case studies and role playing as vehicles to study conflict resolution and decision making at different levels of government. The various units can take from two to six weeks, depending on the grade level at which they are employed.

3.44 Power and Influence

Few pre-collegiate materials use the power approach alone. For instance, *From Subject to Citizen* (cited in Section 3.21) employs the concept of power as one tool for students to use in inquiring into and ordering political events and developments. Other materials emphasizing the power and influence approach include the following.

Focus on Inner City Social Studies. (Kent State University. Melvin Arnoff, Director. College of Education, Room 405, Kent State University, Kent, Ohio 44242. Rationale, project description, and outline of curriculum available from the Kent State Bookstore. Xerox will publish teachers guides for 39 of the 65 classroom units. Grades K-12.) The entire curriculum is a problem-oriented sequence in which concepts like power, authority, policy, decision making, system, change, values, and dissent are utilized. Two units, entitled "Stability and Change: An American Life Style" and "Stability and Change: Through Ideas and Non-Violent Action," grade 11, look at the instruments of stability and change and of violent and non-violent protest, encouraging the students to discover appropriate mechanisms to effect peaceful change. Both units are of eight week duration. A four to six week unit for grade 12, "The Individual vs. Forces in Society," examines institutionalization, separation of power, federalism, and the military-industrial complex.

3.45 Decision Making

American Political Behavior. (High School Curriculum Center on Government. Howard Mehlinger and John J. Patrick, Directors. Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173. Grades 9-12.) This course is designed to overcome the deficiencies of traditional American government courses and goes far beyond a decision-making focus. It does, however, employ this approach in a sophisticated and scholarly way. Students learn to select and interpret data; hypothesize about political behavior; select alternatives; and realize the differences between factual judgments and value judgments. Major political concepts such as culture, socialization, status, role, class, and decision making are utilized to bring the student to an understanding of his political environment. All units can be taught in a one-year course, or they can be used independently as one-semester courses.

Project Eighteen: Young Voter Education. (Lower Merion School District. Pilot course available Fall 1972. Information available from Dr. John Madden, Lower Merion School District Administration Building, 301 Montgomery Avenue, Ardmore, Pennsylvania 19003. Grades 10-12.) *Project Eighteen* is developing a prototype program to prepare secondary school students to become effective members of the voting public. Tentatively titled "Contemporary American Politics: Effectively Influencing Political Decision," its emphasis will be on practical politics and decision making at the local, county, and state levels. Though designed with the state of Pennsylvania in mind, and prepared with the assistance of several public and private agencies, the course will be generalizable to other states.

3.5 Approaches Emphasizing the Fact-Value Distinction

Yet another approach to the study of politics focuses on the question of values and the valuing process. It emphasizes the distinction between factual judgments and value judgments and understanding of the sources of political values (both procedural and substantive) and the consequences of behavior consistent with these values. This is obviously a very sensetive area and one in which there has not been adequate research. We do know, however, that surveys generally show a discouragingly tenuous connection between general principles taught in school and individual attitudes and behavior. Fortunately, some very fine materials have been developed which get at the problems of fact/value distinctions in decision making.

American Political Behavior. (Cited in Section 3.45.)

Deciding. (H. B. Gelatt, Barbara Varenhorst, and Richard Karey, College Entrance Examination Board, Authors; Gordon Miller, Program Director. 888 Seventh Avenue, New York, New York 10019. Grades 7-12.) This is a 15-45 hour program that teaches skills in decision making. Value clarifying, analyzing, information gathering, evaluating, utilizing

knowledge, risk taking, seeking appropriate strategies in the face of uncertainties, and the like are some of the specifics included in the materials. A student booklet, leader's guide, and demonstration film are available.

Decision Making in a Democracy. (Utah State University Social Studies Project. James P. Shaver, Director. Houghton Mifflin Company, 110 Tremont Street, Boston, Massachusetts 02107. Grades 9-12.) This material is intended to clarify the nature of public issues and their ethical components and to help young people acquire the analytic skills necessary to make rational and knowledgeable decisions. The "Outline of Concepts" presents a framework of ideas useful in analyzing the nature of decisions about public issues, inconsistencies among beliefs, the nature of language and semantic problems, factual claims, and ways of dealing with value conflicts. The concepts presented in the outline are grouped in bundles. Individual bundles may be used, so long as there is some review of the material covering closely related concepts. Even the "Outline of Concepts" may be used apart from the rest of the materials to help guide an analysis of public issues and acquire skill in decision making.

Harvard Public Issue Series. (Harvard University. Donald Oliver and Fred M. Newmann, Directors. American Education Publications, Education Center, Columbus, Ohio 43216. Grades 10-12.) The developers believe that there are persistent problems or value dilemmas that have occurred throughout history. Students must analyze these if they are going to be able to justify and clarify value positions and resolve value conflicts. Through discussions students analyze and evaluate evidence. Each of the 24 unit books takes from one to three weeks and can be used to enrich on-going courses.

Your Rights and Responsibilities as an American Citizen. (Cited in Section 3.43.)

4.0 Ways to Restructure Existing Course Structures

Each of the above approaches should offer to classroom teachers useful ways to organize their materials and courses, for each provides the opportunity for students to consider and think about the political realm in a particular way. Each has both advantages and limitations. Any approach used singly would not bring about an optimum learning experience. Each should be viewed as one possible strategy among many with which the goals of social science education in general and political science education in particular can be achieved. In this regard, a word of caution is in order.

Over the long run, any exercise which attempts to treat a discipline as a discrete entity in general education--or worse, which breaks down the discipline into rigid course structures or traditional grade sequences--will tend to fragment cognition and development of analytic skills.

Currently, there are some research and development efforts aimed at delineating the role of political science, as well as the other social sciences, in an integrated social studies curriculum sequence. Also, theories of learning, child development, and socialization can make significant contributions to attempts to improve the structure and sequence of curriculum. For the most part, however, teachers must, at present, "go it alone" without the benefit of these unfinished efforts. They are left to put together the most productive courses they can, based on what has been found useful by political scientists and curriculum developers.

The easiest, if not the most productive, way to set about teaching is to select a textbook and follow its organization. There are few texts, however, which employ approaches beyond the narrowly defined institutional one, which severely constrains their usefulness as tools for developing understanding of political phenomena. The tendency of textbook writers to "cover" some self defined area of inquiry leads them to over-generalize and include subject matter which has no interest or relevance for students. It should be noted, however, that many textbooks are invaluable data bases from which students can get descriptive information about governmental organizations, constitutional

provisions, and so forth. A good example of one of the better ones is *Magruder's American Government*, William A. McClenaghan and John S. Gibson, editors (Allyn & Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210), grades 11-12. The 1973 (56th) edition of *Magruder's* has been extensively revised and rewritten. The narrative has been reset in a new format and has been reduced by about one-third. Open-ended inquiry questions introduce each chapter and there is extensive use of primary sources and case studies. Also provided are a teacher's guide, a student workbook, and a teacher's workbook with ditto masters.

Other good texts which can be selected and followed closely, both because they are scholarly and provide a vast array of teaching strategies and techniques, are:

American Political Behavior. (Cited in Section 3.45.)

America's Political System: People/Government/Policies. (Cited in Section 3.41.)

Comparative Political Systems. (Cited in Section 3.21.)

Process of American Government. (Cited in Section 3.41.)

It is strongly urged that those who wish to pick and choose among the various approaches select approaches and concepts that will have explanatory power for *all* political systems or *all* levels of analysis. For instance, if you choose as your level of analysis state government, you should try to provide a comparative framework and analytical categories that can be used to analyze all state governments, the national government, and foreign governments. The skills involved in gathering data, using concepts, classifying and categorizing, testing hypotheses, and making descriptive and explanatory generalizations can provide for each student a theoretical framework which is, in essence, a coherent means for ordering and explaining social reality as it exists at any point in time and for all governmental entities.

The practical implications of such a course structuring are, of course, that it provides *future* citizens with effective tools to attack the intellectual problems which confront the world. An explicit use of this strategy is employed by Edwin Fenton in the Carnegie-Mellon University Social Studies Series, particularly in *Comparative Political Systems* (cited in Section 3.21) and *Tradition and Change in Four Societies.*

A typical framework for civics or American government courses might consist of (1) the historical development and environmental context of politics, (2) the institutions of politics, (3) the dynamics of politics (decision making, lobbying, voting behavior, etc.), and (4) the outcomes of the governmental process (public policy).

An alternative way to structure courses might be to focus on the role of the individual in the political milieu. Such an approach would feature (1) decision making, (2) conflict analysis and resolution, (3) political socialization, (4) political culture, and (5) the legal-institutional context of governance.

For problems of democracy courses, it might be worthwhile to focus on problems and issues such as industrialization, urbanization, crime, poverty, and discrimination. The student could analyze causes, the conflicts that are involved, possible alternative solutions and their consequences, resources that must be mobilized, and levels or branches of government through which resolution might be achieved. Materials that are issue oriented are:

Decision Making in a Democracy. (Cited in Section 3.5.)

Episodes in Social Science Series and *Readings in Sociology Series*. (Cited in Section 3.23.)

Harvard Public Issues Series. (Cited in Section 3.5.)

Inquiry into Crucial American Problems. (Jack R. Fraenkel, Editor. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. Grades 9-12.) The series is made up of 16 paperbound volumes, each of which focuses on "some of the most urgent and controversial issues in America." Widely divergent viewpoints concerning these issues have been selected to reflect the values, interests, feelings, and opinions of the many groups involved. Students are expected to compare and contrast these views, interpret and analyze them, and finally synthesize their own position. It is assumed that inquiry--asking questions, developing hypotheses, and dealing with key concepts--will help students to comprehend the complexities of modern life.

Your Rights and Responsibilities as an American Citizen. (Cited in Section 3.43.)

Much of the law oriented materials can also be used in a problems/ issues context.

5.0 General Resources for the Teacher

For teachers who would like to read further about the discipline of political science--its scope, boundaries, and methodology--and about specific approaches, the following books and articles should provide a good beginning.

5.1 Overviews of Political Science

Eulau, Heinz, and James G. March, editors. *Political Science.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Hyneman, Charles S. *The Study of Politics: The Present State of American Political Science.* Urbana, Illinois: University of Illinois Press, 1959.

Isaak, Alan C. *Scope and Methods of Political Science.* Homewood, Illinois: The Dorsey Press, 1969.

Meehan, Eugene J. *The Theory and Method of Political Analysis.* Homewood, Illinois: The Dorsey Press, 1965.

Van Dyke, Vernon. *Political Science: A Philosophical Analysis.* Stanford, California: Stanford University Press, 1960.

5.2 Sources on Groups and Group Process

Truman, David. *The Governmental Process.* New York, New York: Alfred A. Knopf, 1951.

5.3 Sources on Power and Influence

Morgenthau, Hans. "Power as a Political Concept," *Approaches to the Study of Politics*, Roland Young, editor. Evanston, Illinois: Northwestern University Press, 1958, pp. 66-77.

5.4 Sources on Decision Making

Snyder, Richard C., and Glenn D. Paige. "The Decision-Making Approach to the Study of International Politics," *International Politics and Foreign Policy*, James D. Rosenau, editor. New

York, New York: Free Press, 1961, pp. 186-192.

5.5 Periodicals

Besides many general journals that can provide exciting classroom content, there are a few periodicals that no teacher of politically oriented courses should be without. Some provide the content that should be treated in the classroom, while others focus more on research and teaching strategies.

Congressional Digest. 3231 P Street, N.W., Washington, D. C. 20007.

Congressional Quarterly Service Weekly Report. Congressional Quarterly, Inc., 1735 K Street, N.W., Washington, D. C. 20007.

CQ Guide to Current American Government. Congressional Quarterly, Inc., 1735 K Street, N.W., Washington, D. C. 20007.

Social Education. National Council for the Social Studies. 1201 Sixteenth Street, N.W., Washington, D. C. 20036. Of particular interest are "Teaching About American Government" in the October 1972 issue and "Teaching About the U.S. Constitution" in the May 1973 issue.

Teaching Political Science. Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, California 90212.

5.6 Sources on Political Socialization

Basic treatments of political learning and education are:

Adler, Norman, and Charles H. Harrington. *The Learning of Political Behavior*. Glenview, Illinois: Scott, Foresman and Company, 1970.

Cleary, Robert S. *Political Education in the American Democracy*. New York, New York: Intext Educational Publishers, 1971.

Dawson, Richard, and Kenneth Prewitt. *Political Socialization*. Boston, Massachusetts: Little, Brown, and Company, 1969.

Massialas, Byron G. *Education and the Political System*. Reading, Massachusetts: Addison-Wesley, 1969.

Wirt, Frederick M., and Michael W. Kirst. *The Political Web of American Schools*. Boston, Massachusetts: Little, Brown, and Company, 1972.

5.7 Analyses of Curriculum Materials

Among the most helpful tools available to individuals preparing to teach political science courses may be the analyses of social studies curriculum materials which have been prepared by various information and dissemination centers. By referring to one of these collections, the teacher can immediately identify those curricula that fit most precisely his/her teaching objectives and pedagogical style and student needs.

The American Government Information Unit: Curriculum Alternatives for Secondary Schools. Nancy Adelson and Sandra G. Crosby, Editors. Far West Laboratory for Educational Research and Development. San Francisco, California. Available from Techricon, 590 East Middlefield Road, Mountainview, California 94040.) Information about the curriculum objectives, content and materials, classroom strategies, student and teacher prerequisites, implementation requirements and costs, program development and evaluation, and project history has been organized into charts, summaries, and detailed narratives for quick and easy review and comparison. Each of the nine programs analyzed has been classroom tested and revised.

Global Dimensions in the New Social Studies. (John H. Spurgin and Gary R. Smith, Authors. Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302.) The purpose of this survey of instructional resources is to assist teachers and curriculum planners in identifying materials that will help them globalize their social science courses. The authors have analyzed, systematically and in detail, 14 packages of "new social studies" materials that contain components appropriate for international relations courses. Also included is an annotated bibliography of simulation/games and a list of global education centers, projects, and organizations that can provide services and products for international education.

Materials for Civics, American Government, and Problems of Democracy

Political Science in the New Social Studies. (Mary Jane Turner, Author. Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302.) Forty-nine packages of materials from 42 social studies curriculum projects are described with respect to program rationale and objectives, content, primary teaching strategies, intended user characteristics, and cost. The major political concepts used and extent of their treatment are described for each program.

Social Studies Curriculum Materials Data Book. (Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302.) By far the most extensive of the collected sets of analyses, the *Data Book* contains over 215 descriptions of curricula developed by the social studies development projects, textbook publishers, supplementary materials publishers, and games and simulations developers. The *Data Book* is published in a looseleaf format and is updated twice each year. Future supplements will also include analyses of teacher resource materials. Information about availability, format, cost, product rationale, objectives, grade level, user characteristics, content, strategies, and evaluative results is provided.

6.0 Conclusion

As schools struggle to prepare students capable of coping with their environments, of understanding the increasing complexities of the modern world, of living rewarding lives, and of participating in a democratic society, it is the classroom teacher who must provide the skills and tools with which these "miracles" may be worked.

In this paper we have identified several of the major approaches to understanding political phenomena which have been devised by political scientists. We have suggested curriculum materials with which these approaches and others can be implemented in the classroom. We have provided bibliographies of sources which can be consulted for more explicit and detailed examination of "what is political" and how political learning takes place. We have suggested several periodicals

containing background on the discipline and ideas for classroom content and strategies. And, finally, we have noted several valuable tools for identifying additional curriculum materials.

By drawing from these resources those which most clearly fit his or her own objectives and student needs, every teacher can start or continue the all-important process of upgrading the quality of political education in the classroom. It is hoped that the suggestions made in this paper will make the task of the teacher-as-change-agent seem--and actually be--less arduous.

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